DOCUMENT RESUME

ED 314 385 SP 031 820

AUTHOR Zelazek, John R.; And Others
TITLE First Year Education Students: Assessment and Support.
PUB DATE 3 Nov 89
NOTE 19p.; Paper presented at the Annual Convention of the Missouri State Teachers Association (St. Louis, MO, November 3, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Counseling; *College Freshmen; Elementary Education; *Field Experience Programs; Higher Education; *Individual Counseling; Observation; *Orientation; Preservice Teacher Education; *Teacher Education Programs

ABSTRACT

A description is given of an orientation program for freshmen in a college elementary education program. One of the major components of the introductory course is a school field tour. During this activity, students may observe elementary classrooms, and visit with teachers and other school personnel. The tour enables them to see teaching as a reality and may help them to see teaching as chosen career, or to re-evaluate their plans and change their direction. In addition to the field tour, students are assisted in developing a 4-year plan of study. One highly successful feature of the course is one-to-one counseling as well as group counseling. Appended to the paper is a description of how the concept of field work is extended throughout the 4-year program. Excerpts from the freshman guide book are included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED314385

FIRST YEAR EDUCATION STUDENTS: ASSESSMENT AND SUPPORT

Dr. John R. Zelazek

Dr. Sharon L. Lamson

Dr. Liane H. Willey

Central Missouri State University
Warrensburg, Missouri 64093
818-429-4235
FAX 1-816-747-1653

Presented at the Missouri State Teachers Association
Annual Convention, St. Louis, Missouri
November 3, 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. R. Zelazek

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 031 820

"They've been accepted, gotten their dorm assignments and class schedules, attended summer orientation and purchased the perfect wardrobe. Now the big question for this year's crop of college freshmen: What do you really need to make it through that treacherous first year?" (Epstein, 1987)

Central Missouri State University, Warrensburg, Missouri, currently enrolls 230 students in their elementary education program per year. Eight-nine percent of those students are first semester freshmen who in most cases graduated from high school the previous semester. Ninety-five percent of the students are female while only three percent of the students are minorities (Zelazek, 1989).

College life for most typical freshmen is more than adjustment to a declared college major. They are trying to get a "handle" on the college system of living: being away from home for the first time; being housed with strangers; developing responsibility for themselves; lacking easily accessible parental guidance; in other words, being part of an isolated cohort searching for self-identity and worth, and hopefully assessing their strengths and shortcomings in order to succeed in the coming months and years ahead.

Being aware of the potential trauma that all freshmen will experience, Central Missouri established an introductory course for Elementary majors during the Fall semester of 1987. The course was designed to one, introduce the students to the Elementary Education program within the Department of Curriculum and Instruction, two, develop a "four-year plan of study", and three, address as many of the freshmen worries as possible.

The course is now in its fifth semester of enrollment during which it has had many

successes and adjustments both in course emphasis and professor awareness. One of the major accomplishments that the course boasts is a school field tour. Students are able to experience the schools as early as possible within the teacher education program so that they can view their chosen profession from the "other side of the desk." Arriving before the first bell rings and leaving after the last, our students observe in classrooms, visit with teachers, students, principals, janitors, cooks, secretaries, counselors, librarians, and nurses. They learn from first hand experience that the teaching profession is a demanding, rigorous, and exhausting job. They begin to understand the responsibilities of teaching. And, we hope, they will come away from the experience anxious and excited to begin their professional teaching careers. Or at the very least, that they will re-analyze their career choice, and make some decisions as to which grade or level they might like to teach, or perhaps to re-evaluate their decision to teach at all.

In addition to the field tour, we assist our students through the development of a "four-year plan of study". For three days, our students meet with departmental advisors who articulate the course requirements, the testing requirements, and the graduated entry requirements (see the Appendix for a description of the graduated entry program). In essence, the students plan each semester so that they are in control of their educational destiny.

But, the area that received minimal concern by the developers of the course, and has blossomed into its greatest success, is one-to-one advisement with individual departmental advisors, group counseling, and an in-class "wellness day" seminar, all of which deal with matters that are directly or indirectly related to the course. Our students have identified with the faculty advisors in the earliest portion of their program. They ask challenging questions, and express various levels of need for

advice on topics that relate to personal growth as adults in a democratic society. "Wellness day" is a time during the class for an open forum discussion concerning the trials and tribulations encountered in every day college life. Topics can range from roommate interactions to financial difficulties. Each problem is discussed, not judged, and possible alternatives are offered. Both peers and faculty offer themselves as part of the cohort network for their future group support. This course has helped many individual students realize their growth potential and has taught them how to seek assistance in order to accomplish their life's goals.

We, at CMSU, view this course not only as an opportunity for student adjustment, but also as a catalyst toward retaining students within the elementary education department. Past retention rates for the last ten year indicate that 50% of the students who start an elementary education major complete the program within four to five years (McCulloch, 1988). Since the initiation of this program in the fall of 1987, our projected data show that 61% of the students who start an elementary education major will complete the program within four to five years of their entry. In other words, meeting the needs of students as soon as possible is leading to the development of a secure education major.

The mission of the Department of Curriculum and Instruction is to prepare individuals as professional educators for an ever-changing, culturally diverse population; to provide support and service to schools in meeting their present and future challenges; and to promote research and other scholarly activities. This first course in the graduated entry plan, is our initial opportunity to meet the goals of this mission and to help students learn to become contributing members of a democratic society.

References

Epstein, Peggy (1987), "Hidden traps luck on student's path to college success", in the Kansas City Star, Star Living, Kansas City, Missouri, August 9, 1987.

McCulloch, Maxwell (1988), Unpublished manuscript, "Follow-up of Elementary Education Majors". College of Education and Human Services, Central Missouri State University, Warrensburg, Missouri.

Zelazek, John R. (1989), Unpublished manuscript, "Teacher Education Assessment Committee Follow-Up Study--1989". College of Education and Human Services, Central Missouri State University, Warrensburg, Missouri.

Appendix

CENTRAL MISSOURI STATE UNIVERSITY
GRADUATED ENTRY FOR FIELD EXPERIENCES

In 1987, Central Missouri State University (CMSU), Warrensburg, Missouri, established the Graduated Entry program for Field Experiences within its Elementary Teacher Education Programs. The concept of Graduated Entry allows the student to experience field components on a gradual first hand basis throughout their study of teacher education. The concept was adopted so that all teacher candidates experience a "real world" setting as early as possible in the planned academic program, and most especially on a continuous basis throughout a four-year program. Most of the students who are part of the Elementary Programs complete their Field Experience within the Warrensburg Public School System.

Central Missouri State begins the Graduated Entry program with an extensive school tour at the freshman level, which leads into structured observations at the sophomore level in addition to limited active participation in teaching an individual or in a small group at the elementary level. When the students achieve junior status , they experience an intensive participation component within a classroom where they take control of the planning and evaluation of various lessons under the close supervision of a cooperating teacher.

At the senior level, CMSU students instruct micro-lessons in a classroom, and then student teach for a full semester on an all day basis. At this last level of the program, the student is involved in all facets of the professional life of a teacher.

Graduated entry has made a major difference at CMSU in the promotion of elementary education, and how our students view their chosen profession and all of the responsibilities that are included within it. We have developed a better product because of our Graduated Entry Program.

Becoming a Teacher...

Department of Curriculum & Instruction

Central Missouri State University

Department of Curriculum and Instruction Warrensburg, MO 64093-5086
816-429-4235

TO THE STUDENT...

This guidebook is designed for you!

Inside the guidebook lies a wealth of information about the elementary teacher education program. Also, workspace has been provided for you to develop your program and record your academic progress.

The guidebook supplements the CMSU General Catalog. Please read that catalog, especially the portion referring to Teacher Education Policies and Procedures as well as the pages following which present the Elementary Education Functional Major with its three options.

You will be assigned a departmental advisor. You are urged to meet with your advisor at least once a semester to review your program. The responsibility for arranging such a conference is yours. Please bring your guidebook and catalog to each of these meetings.

Best of luck here at CMSU...and in your future profession as an educator.

Ted R. Garten

Ted R. Garten, Chair
Department of Curriculum and Instruction

TG:amp

PREFACE

Teacher Education institutions generally agree that field experiences, no matter what form they take, have a great impact on the student's development as a future teacher. Central Missouri State University has adopted a major change in its Teacher Education program effective Fall 1987, which incorporates field experiences at all levels of the Elementary Education Program. This guidebook addresses the elementary program and the initial field experience.

According to the Association of Teacher Educators (1986), the major purposes of the professional experience are as follows:

1. To provide opportunities to relate the knowledge, the skills, and the attitudes learned in teacher education to direct experiences, and to perform professional teaching duties.

2. To provide opportunities to apply and test principles of learning and to apply teaching strategies.

3. To provide opportunities to develop entry-level competence in the full range of teaching functions.

4. To provide opportunities for career exploration in the profession of teaching.

5. To demonstrate principles of professional and ethical behavior.

Research studies in teacher education consistently show the professional experiences are effective in shaping professional practice. Teaching is lifelong learning that is both individual and communal, not just one or the other (Gross, 1982). We hope that you will find this guidebook useful, but most especially we hope that you view education as a lifelong development.

All CMSU faculty members within the department of Curriculum and Instruction will welcome comments and suggestions for strengthening both this document and the professional experiences in teacher education.

Ted Garten and John R. Zelazek
Department of Curriculum and Instruction, F/88

Central Missouri State University
Department of Curriculum and Instruction

Professional studies (including clinical and laboratory experiences) should assist prospective teachers in understanding and employing each of the generic teaching skills. While the specific skills listed here are representative and not necessarily exhaustive, they are essential to effective teaching.

These generic teaching skills are adapted from a variety of sources including the ACSESULGC standards (1981) and monographs (Denemark and Nutter 1980), (Reynolds 1980), Smith 1980). Extensive parts of this section were drawn from Smith's identification of six teaching domains in the Florida Beginning Teacher Program (1982).

Teacher candidates should be able to:

1. Analyze and interpret student abilities, cultural backgrounds, achievements and needs:
   a. use school records, including standardized test scores and anecdotal data, to identify the learner's needs;
   b. recognize and interpret various exceptional conditions of children (e.g., limited sight or hearing, cognitive ability or outstanding gifted abilities);
   c. identify cultural backgrounds of students and interpret impact on learning.

2. Design instruction that will meet learner needs through appropriate instructional materials, content, activities, formatand goals:
   a. plan a course of action for instruction over a school year, a semester, a grading period, a day and a lesson;
   b. develop lesson plans with objectives or expected outcomes, instructional sequences and activities, and an evaluation design;
   c. decide the subject matter to be taught, including sequencing, pacing, emphases, activities, and evaluation;
   d. select appropriate print, audiovisual and computer materials according to established criteria and the needs of students.

3. conduct instruction to best facilitate learning:
   a. present subject matter and manage activities to maximize learning;
   b. use a variety of instructional strategies, including individual and small or large group instruction, peer teaching, independent study, field projects, computer-assisted instruction, lecture,etc
   c. use appropriate instructional technology, including computers, videodiscs, CD-Rom;

4. manage the classroom to promote productive learning:
   a. regulate classroom time to focus on learning activities;
   b. manage student interaction with each other and the teacher;
   c. organize the classroom physical setting to be an effective environment for learning activities.

5. manage student conduct to create a positive climate for student learning:
   a. develop, explain, and monitor rules for student conduct;
   b. deal with distractions and competing tasks to maintain a smooth flow of attractive and challenging tasks for students;
   c. maintain a focus on productive learning by correcting deviant behavior, varying teaching strategies, and praising desirable conduct.

6. promote classroom communication to evoke and express academic information as well as personal feelings and relationships:
   a. use and elicit standard English in writing and speaking;
   b. use correct mathematical symbols and processes;
   c. use body language and other forms of non-verbal communication to express emotions as well as approval, disapproval, permission, etc.

7. evaluate learning to determine the extent to which instructional objectives are achieved by students:
   a. relate evaluation to instructional objectives and be able to select and develop appropriate questions and types of tests;
   b. elicit students' best efforts in preparation for and in taking examinations;
   c. create an appropriate environment for test-taking that encourages conscientious and ethical behavior;
   d. help students develop an acceptance of tests as an opportunity to demonstrate the accomplishment of goals and to identify areas which need strengthening;
   e. summarize students' performance on units of instruction and report that performance honestly and accurately to both students and parents;
   f. analyze test results and interpret achievement information meaningfully to students.

8. arrange for conferral and referral opportunities:
   a. refer parents, pupils to appropriate professional expertise as necessary following detection of apparent student problems;
   b. conduct conferences as necessary with parents and special school personnel, such as the school nurse, psychologist, social worker, librarian, media specialist, and guidance counselor.

Max McCulloch
Bill Peter
Fred Reitbrock
Department of Curriculum and Instruction, S/87

PROFILES OF BEGINNING TEACHER COMPETENCIES (AACTE, 1983)

Parents and educators alike have the right to expect that beginning teachers:

a. care about children and are committed to their education;

b. are broadly educated in the liberal arts and capable of engaging the young in the knowledge and intellectual processes fundamental to a common general education;

c. are knowledgeable about the subjects they teach;

d. possess a thorough grasp of the knowledge base undergirding teaching practice, a repertoire of instructional strategies, and the skills to apply these to the education of individual students;

e. are able to understand and use new technologies;

f. are able to transcend their own personal experience in the classroom as a student, and subsequently as a teacher, in order to make instructional decisions based on professional knowledge;

g. are able to communicate effectively with children, parents, policy and decision makers, and other persons;

h. understand and use methods of inquiry and research findings in making professional decisions;

i. honor the dignity and rights of every individual learner consonant with the values of our democratic and pluralistic society;

j. are prepared to implement the concept that schools should provide open and equal educational opportunity for all;

k. collectively represent the cultural differences associated with the society at large.

Central Missouri State University

Department of Curriculum and Instruction Warrensburg, MO 64093-5086
816-429-4235

To: The Student
From: Dr. Garten
Re: Professional Development Plan

Your prepared professional development plan should serve as a useful tool for you and your advisors as your progress through the teacher education program.

Please remember that it will need to be altered due to schedule changes and course availability. Also remember that it is a draft and can only receive final approval from your department advisor and your academic advisor.

Central Missouri State University
College of Education and Human Services

Syllabus
Introduction to Professional Education
(An Orientation to the Career for First-Year Majors)
EDCI 1150

PURPOSE:

To appraise the student of general aspects of teaching.

To create an awareness of the teaching profession through in-school observation and investigation of the school environment.

To provide information about the procedures and requirements for becoming a professional educator -- by making a commitment to the teacher education program of study.

OBJECTIVES:

The student will:

1. Demonstrate a knowledge of the elementary education program requirements.

2. Originate a cumulative professional file.

3. Identify and analyze the roles of significant professional -- school board members, superintendent, building principal, and classroom teacher.

4. Demonstrate a knowledge of community-school involvement through their attendance at a PTA meeting.

5. Demonstrate a knowledge of various professional teacher organizations through their attendance at a selected meeting of their choice.

6. Analyze the daily operation of a medium-sized elementary school and classroom through a one-day visit.

7. Demonstrate knowledge of sources of research related to teaching/learning by identification of recognized professional education journals, publications, and data bases.

CONTENT OUTLINE

1. Introduction to the elementary education program at CMSU.

   a. Overview if various requirements and procedures of the program.

   b. Assignment of the elementary major to an advisor for advisement.

   c. Development of a student cumulative professional file with the Department of Curriculum and Instruction.

   d. Commencement of the Portfolio -- an individual professional portfolio will be established in the department.

   e. Initial screenings for basic competencies.

2. Acquaint students with the professional personnel of schools and their roles in public education.

   a. The school board members.

   b. The superintendent of schools.

   c. The building principal.

   d. The classroom teacher.

3. Developing an understanding of various related aspects of the public school and its program.

   a. The function of parent and community organizations.

   b. Knowledge of professional teacher organizations and professional ethics.

TEXT

Professional Guidebook -- Introduction to Professional Education, Edition 2, Fall 1988/Spring 1989

ASSIGNMENTS:

In response to the objectives of the course as listed in the syllabus for EDCI 1150, the assignment will be as follows:

1. The student will demonstrate knowledge of the Elementary Education Program by means of successfully developing and submitting a 4-year plan.

2. Each student will develop materials for a portfolio that will be housed in the Department of Curriculum and Instruction.

3. The students will be given a number of different handouts during the term that are directly related to the course content. Each student is expected to read each handout.

4. Every student will attend a PTA meeting and write a reaction paper of at least one page. (Date, Time, and Place must be secured through the professor.)

5. Students will be given a handout which lists various local, state, and national professional education organizations. Each student will be required to attend one professional education organization meeting, and then write a one-page reaction paper about the meeting they attended.

6. All students will be required to attend an ALL DAY field tour of an elementary school. (Date, Time, and Place will be given by the professor.)

   Each student will write a reaction paper of at least one to two pages with respect to field tour.

7. Each student will be given a handout which lists the various types of professional education data which are available at the CMSU library. Each student will complete a library search assignment. This assignment will be discussed in class by the professor.

THE DEPARTMENT HAS ADOPTED A POLICY THAT ALL ASSIGNMENTS BE TYPED.